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ABSTRACT

Based upon a planning project initiated at North Idaho College (NIC) in 1981 and approved by the Board of Trustees in 1982, this long-range plan states the mission of NIC and specifies goals and objectives to be attained in the next 3 years. First, introductory sections consider the qualities of a good long-range plan, address the responsibilities of college planners, examine the evolution of community colleges, and summarize the basic characteristics of successful college planning. The next section summarizes the results of a needs assessment of NIC constituents, including students, faculty, staff, and community members, which focused on their perceptions of NIC's current and future mission and purpose, organization and governance, curricula and programs, finances, facilities and equipment, staff, and student services. The next section states the mission of NIC and identifies its primary purposes with respect to the development of academic transfer, vocational, paraprofessional, terminal academic, and continued education students and to meeting community needs. Next, the plan identifies NIC's long-range goals in the areas of administration, instruction, continuing education, student services, community service, facilities and equipment, and finances, and details specific objectives for attaining the goals. Finally, appendices present growth projections, an organizational chart, and a list of associate of arts degree general education requirements. (DAB)

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NORTH IDAHO COLLEGE

LONG-RANGE PLAN

and Statement of

INSTITUTIONAL MISSION and PURPOSE

Owen F. Cargol

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JC 830 010

Approved by:
Board of Trustees
November 18, 1982

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PRELUDE

Institutional long-range planning is a process, not a product. In fact, planning goes on everyday throughout all parts of an organization. However, it is the planner's responsibility to insure that the direction of the efforts of the many individuals and various units is channeled toward the common goals of the organization, not in support of the vested interests of one group (to the exclusion of others). The long-range plan is a concise document which delineates the mission of the institution, attendant purposes, and broad goals. In addition, the plan includes objectives and the recommendations of the planner which complement the goals of the College. The rationale for the subject plan is based primarily upon the professional expertise of the planner, the demographics, and the perceptual data generated through needs-assessment interviews. The plan is a referent for the internal and external constituents of the organization. Its mission, purposes, and long-range goals are all relatively stable; however, the objectives change as they are realized, and new objectives will evolve as a result of the dynamics of the organization. For the purposes of this report, the goals of the college should be taken to be long-term, general directives for the next six years; while the objectives are short-term goals which focus on specific changes sought during the next three years.

Since the planner is asked to address the optimum interests of the totality of the college and not those of any particular group, no plan will be entirely satisfactory to anyone. The plan for North Idaho College should, and in this case does, reflect the respective interests of the post-secondary community; the people of Kootenai County and Idaho; the college administration, faculty, students, and staff; the State Board of Education; the state legislators from North Idaho; the Kootenai County Commissioners; and other constituents of North Idaho College, and, of course, the Board of Trustees.

The integrity of the planner is integral to the integrity of the plan. Therefore, he must be a confidant of many and an advocate of none. To allow personal opinions or relationships to affect the plan would be unethical and would provide justification for the plan's dismissal as simply a subjective document reflecting the interests of the power structure.

No plan should be viewed as the omega of the planning process, since its approval by the governing body means nothing unless there is follow-through on the goals and objectives. It is important that the responsible individuals see that the recommendations of the plan are brought to fruition. Furthermore, the plan is an agenda for action which may be modified whenever new insights and changing circumstances make it apparent that a particular part of the plan is no longer appropriate.

It should be understood that college master plans are generally developed over a two to three year period so as to allow the planner time to train the internal constituents of the college to become active, informed participants in a self-perpetuating planning process. This project was initiated October 1, 1981, by the Board of Trustees and the following was approved November 18, 1982.

INTRODUCTION

To understand North Idaho College and its future, one must first understand the heritage of regional two-year colleges. The junior college movement which evolved into the community college movement brought about fundamental changes which influenced all of higher education and, indeed, our entire society during the twentieth century. North Idaho College and other community colleges brought flexibility to a system of higher education that, prior to their inception, had been characterized by social elitism and a narrow, classical perception of who was entitled to benefit from a college education. The community college movement focused its concern on bringing college level educational opportunities to adults at an affordable cost. The relationship between the arts and sciences and between learning and labor were incorporated in new ways into the mission of post-secondary education.

The hundreds of thousands of students who have matriculated at two-year colleges have helped to shape America through their contributions to agriculture and industrial production, transportation, communication, health care, social services, and a host of other occupational areas. Institutions such as North Idaho College bring life-enriching programs in the humanities and the arts to the communities which they serve, and provide access for non-traditional students in settings and at times that meet student needs. With more localized interests and needs as the foci of community colleges, these institutions have been able to respond more quickly and with greater clarity of purpose than other forms of post-secondary education. While the community college movement has contributed to the democratization of education and the reshaping of its curricula, the high standards of the college community have been, for the most part, carried forth.

As noted by the Carnegie Council in their 1980 report on the state of higher education (Three Thousand Futures), community colleges have constituted the fastest growing segment of higher education during the past two decades. They enjoy

strong local support, and appeal to what we expect to be enlarging categories of students: minorities newly entering the stream of higher education, and returning and part-time students. They, also, are still adding to their functions (which traditionally have included the offering of academic transfer, occupational, vocational, and terminal general programs) new areas of activities designated as "community service" (instruction in nonvocational and nonacademic areas), and "community based" (noninstructional cultural, recreational, social, and professional programs, such as local conventions and conferences). They may even take on new responsibilities for local youth, displaced homemakers, and individuals with remedial education needs on a pay-as-you-go basis. Additionally, their approaches fit the new styles of many young people: easy-in, easy-out; part-time studies; low levels of pressure; technical and recreational courses; opportunities to live at home or in a noncollegiate community; and great leeway for individual patterns of behavior.

Community colleges are however, vulnerable in certain ways: to 'Proposition 13' type actions when they are substantially funded from local sources, to restrictions on gasoline supplies available to students since they are commuter institutions*; to competitive intrusions in their service areas from comprehensive colleges and universities which are eagerly searching for students; to the new electronic means of instruction; to the diversion of second-generation students to four-year institutions; to low retention rates as students drop-out as well as in; to fluctuations in the local and national economy; to financial aid support; to population shifts; and to changes in popular and needed curricula.**

The Carnegie Council further suggest that the 1980's will be a critical period for American higher education, and those institutions that survive and prosper

*Which suggests a need for smaller and more widely distributed campuses and the introduction of public transportation to and from the college.

**See Growth Projections

will have carved out a special niche for themselves in the clientele served, the region served, and/or their curricular offerings. Institutions such as North Idaho College, which have experienced growth (in students, faculty, staff, facilities, budgets, etc.) during the previous two decades faced a relatively easy task in deciding how to spend increasing revenues. Few painful decisions are called for during a period of growth characterized by expanding budgets and services. However, when economic and social support for higher education and its institutions has leveled off or begins a decline, some difficult and critical choices must be made. While there is much that has been accomplished by higher education, in general, and by North Idaho College in particular, its future lies with the ability to professionally administer this multi-million dollar enterprise such that it effectively meets the needs of its students and the community that supports it. To be remiss in meeting such needs would divorce the institution from its reason for being.

In order to better understand the role of planning at a college, its basic characteristics are summarized as follows (from the Handbook for Institutional Academic and Program Planning, NCHEMS, 1978):

1. Planning is the systematic research and evaluation of an organization for the purposes of identifying appropriate goals; implementing and modifying programs and activities which support those goals; and evaluating the total efforts of the college.
2. Planning cannot be separated from the mainstream of institutional decisionmaking. Planning involves decisions that have future impact on institutional, divisional, and departmental objectives; on activities to meet those objectives; and on the allocation and reallocation of resources to support those activities. Planning and resource allocation and reallocation must be linked in a decision process that identifies

objectives and selects and develops programs to accomplish them. Planning and the allocation of resources constitute a single system.

3. Planning is a future-oriented activity. Since the future cannot be precisely described, what is done to anticipate developments is inherently more likely to be inaccurate than what is done to meet current needs. Planning must therefore be a continuing, never completed process, not an ad hoc project, and must be designed accordingly. Its ongoing nature permits adjustments to accommodate unanticipated developments and to correct mistakes. Planning is cyclical and none of its various stages are final.

4. Planning must not be limited to quantifiable or measurable considerations. To be fully valuable, it must consider as many benefits and associated costs as possible. A planning process must be predicated on the understanding that much that is worthwhile in higher education is not measurable and, indeed, may be depreciated by attempts at quantification. However, this does not mean that quantification can be ignored or that the effort to measure quality and effectiveness should be abandoned.

5. A planning process should rationalize decisionmaking by minimizing its ad hoc character. The process should chart the future of the institution as a coherent whole and specify the appropriate allocation and reallocation of resources. All proposals therefore should be evaluated according to the same criteria. If participants in the planning process want to change plans already formulated and submitted, the proposed changes must be subject to the same rules as the original proposal. To the extent possible, then, all decisions reached during the planning process should be governed by the same priorities. No important decision can be made in isolation, because each allocation or reallocation of resources affects all other possible allocations or reallocations.

Administrative allegiance to a planning process requires the maintenance of planning as the primary force in the determination of the budget and the allocation and reallocation of resources. To minimize favoritism, planning must rationally integrate competing requests for resources. It must not be fragmented. Successful planning requires that pressure politics and end-run tactics to circumvent the planning process be neutralized.

6. Strict schedules and calendars for planning activities are necessary. They put planning on an equal footing with other formally established institutional practices, create deadlines for the completion of tasks, and provide a defined basis for continuing evaluation. They should be established, and incumbent responsibilities assigned and formally communicated to the institutional community far in advance of actual planning activities. Formal communication procedures lend visibility to and indicate the importance of planning.

7. Effective planning must be appropriately supported with staff expertise. In most cases, an executive position responsible for the facilitation and coordination of planning is necessary. Institutional researchers, facility administrators, and financial or budget analysts should be members of the planning staff. In order to staff the planning operation, it may be necessary to administratively reorganize or add staff with requisite skills. Ultimate planning responsibility should lie with an executive officer having institution-wide responsibilities, such as the academic vice president or executive vice president. If an executive position is to be established to facilitate and coordinate the process, it is important that the person have strong theoretical background in planning, budgets, curriculum, and policy analysis.

8. The importance of planning within the institution is symbolized by the visible commitment of the institution's chief executive officer to planning. This commitment should be evident in the decisions eventually made by the chief executive. Where the board of control exerts considerable influence in operational matters, its commitment to the long-range plan should be equally evident. Planning can operate successfully without the support of any particular internal or external constituency so long as the president is unwavering in his/her support for the process and the objective study of all aspects of the college's operations. However, if the college political structure is allowed to unduly dominate the planning process, all constituent groups will view planning (and the planning document) as nothing more than a validation of the activities of the power bases. For this reason the planning staff must maintain cordial, yet professional relationships with all groups so as to avoid any question of impropriety or factional support.

9. Any planning process that seeks to establish priorities requires considerable time and energy from all participants. Administrators and faculty must often work overtime in developing and reviewing proposals, which may impede their performance of normal duties. Institutions contemplating establishment of a participatory process must be prepared to accommodate the work load it entails and possibly to provide appropriate released time. Time is also a factor in implementing the process, for the many participants must be educated in its operation. Ideally, one year should be spent in designing, explaining, and pilot testing before actual implementation. The first year of implementation should be one of continual revision and adjustment, as theory becomes practice. Thus an institution should expect to spend two to three years developing an operational academic and program planning process.

As a planning process becomes operational, it will become more mechanistic. Specific forms will be developed, with detailed instructions about how and when they should be completed, reviewed, modified, and revised. Specifications regarding who should do what will also be developed to avoid confusion and redundancy. Such specificity will facilitate implementation and operation.

As stated, planning is the systematic research and evaluation of an organization for the purposes of identifying appropriate goals, implementing and modifying programs and activities which support those goals, and evaluating the total efforts of the college. Planning and its follow-through can do much to enhance the quality of North Idaho College, but to do so will require decisions as to:

1. the level and extent of student learning
2. the balance between vocational, terminal-occupational, academic transfer, and continuing education programs
3. the quality of the programs offered
4. the degree of commitment on the part of the College to respond to community needs
5. the degree of flexibility of the College with regard to the curricula, students served, faculty, staff, and resource allocation.

INSTITUTIONAL NARRATIVE

As a part of the process of developing a long-range planning capability for the College, a needs assessment was conducted to determine the perceptions held by the College's various constituents as to its current and future mission and purpose; organization and governance; curricula and programs; finances and funding; facilities and equipment; staffing; and student/auxiliary services. In addition to the Board of Trustees of North Idaho College, various administrators, faculty, staff, and students were interviewed along with elected and appointed government officials, civic leaders, area employers, and citizens of North Idaho.

North Idaho College is generally viewed as essential to the educational, intellectual, social, and cultural well-being of the people of the five county region that it serves. The College is seen as providing quality services at reasonable cost and an educational opportunity for adults which would otherwise be unavailable without the institution.

Most constituent groups appreciate the two-year academic and vocational educational mission of the College. However, as one might suspect, there exist mixed opinions as to the addition of third and fourth year academic curricula. The moderate local support for increasing the level of the curricula is generally outweighed by the serious lack of state-wide political and educational support for adding a fifth four-year school in Idaho. Since the State of Idaho would be called upon to finance such an operation, a baccalaureate granting North Idaho College is not envisioned during the next six years. Within the context of the two-year mission the strongest support was expressed for expansion of occupational and vocational programs.

Opposition was expressed by many external and some internal groups to state and county tax subsidization of remediation. It is generally held that tax funds allocated for post-secondary education should not be used for remedial training.

However, remedial education, like special interest education, should be facilitated by the College on a self-supporting basis.

Strong support exists throughout North Idaho for the continuing education courses (credit and non-credit) offered in the region. Considerable interest also exists for expanding the curricular offerings and for coordinating associate and baccalaureate degree programs between N.I.C. and the continuing education offices of the University of Idaho.

Whereas a wealth of good will toward N.I.C. exists in the community, there are areas where extra attention is needed in order to improve community relations. Some state and local public officials and business leaders feel that the College has not consistently focused on integrating its activities into a coherent presentation of college needs. Furthermore, the contributions made to the community are apparently not being clearly communicated. One business leader suggested that the College may too often be coming to the community with "palms up" for a hand-out, rather than with "palms down" offering to support non-college sponsored community activities. The public image of the College can be as crucial to its continued success as the actual quality of services provided, and therefore, the N.I.C. community must consider ongoing, substantive, as well as rhetorical, public relations efforts to be worthy of special attention.

The consensus of local opinion is to turn to the state for additional funding. This approach has met with only limited success in recent years, and while it is an ideal official policy, there is no reason to assume that the state can or wishes to assume an ever-increasing percentage of support for N.I.C., or higher education in general. This is especially true for the junior colleges which are responsible to their local governing boards for policy and budget decisions, and not to the state agencies. Generally, state officials feel that the price of local control justifies the difference between the level of support provided to the junior colleges and that given to the state institutions. And while little

interest was voiced locally for turning N.I.C. over to state control, it would be unreasonable to anticipate that the College can have its cake (support comparable with the state universities) and eat it too (local control) so long as the State of Idaho has limited resources, unlimited demands, and the need to directly control the judicious allocation of those resources.

Tuition and fees, while somewhat high for two-year colleges in the region, are nonetheless quite reasonable in light of the alternatives available to the people of North Idaho. Few of the taxpayers contacted indicated dissatisfaction with the amount of taxes they paid to support N.I.C.; however, there is a general concern that the county funds be administered conscientiously and frugally (especially during these depressed economic times). The inclusion of Benewah, Boundary, Bonner, and Shoshone counties in the tax base was recommended by most local constituents. However, the questionable amount of funds that could be generated and the political feasibility of successfully enacting the program diminish the attractiveness of this option. Therefore, the College, while exploring the possibility of increased funding from the state, the taxing district, surrounding counties, and tuition and fees, should look also to internal budget reallocation and judicious resource allocation in order to insure solvency.

Without judgement as to merit, detailed program requests for facilities and equipment are more appropriately treated in the budget process and are not included in this report. However, several campus-wide facility concerns were voiced regularly from various quarters. Next to the proposed library-computer science building, additional general classroom and faculty office space was most often addressed as a priority need. Other needs, in decending order of general support include (1) renovation of the second floor of the Lee Building, with special attention to the heating/cooling system, clocks, hallway noise, and paint color, (2) possible renovation of the dormitory into an office/classroom building, (3) addition of a vocational building to allow for the expansion of program

offerings, (4) the development of an aesthetically attractive entrance to the campus, (5) a playfield, (6) renovation of the McHugh house into administrative offices/faculty offices/faculty lounge/campus center/visitor center or art gallery.

The greatest bulk of the budget of a labor intensive enterprise, such as a college, is tied up in employee salaries. Since these salaries support the curricular offerings and support services of the college, it becomes imperative that the institution maintain flexibility in its commitment to the kind of staff it employes on a full-time basis. While most administrative services, clerical services, and general education curricula remain the same over extended periods of time, changing social and economic conditions predispose the rest of the curriculum to the dynamics of a post-industrial society. As such, it becomes important for the College to view the development of its curricula and the supporting full/part-time faculty as a process of teaching to student/societal needs, as well as, meeting faculty needs and interests. It should be noted that the faculty generally favor full-time status over part-time status, and view quite favorably the option to teach courses in specialized areas where they have particular interests and/or competencies.

The auxiliary services of the College are viewed with a great deal of appreciation by students, faculty, and staff. However, the dormitory is considered by most students to be a poor second choice to private off-campus student housing, and would be even less attractive if public transportation were available between N.I.C. and various points throughout Coeur d'Alene, Kootenai, and the other counties of North Idaho. Interest was expressed by students, faculty, and staff for extending full student and auxiliary services to continuing education students (even if the fee had to be increased to accommodate the added scheduling).

In conclusion, it should be pointed out that several areas of the College drew support and praise from all constituent groups. They are noted briefly as follows:

1. The vocational school, and its programs, faculty, and administration have generated extensive goodwill for North Idaho College throughout the community and State of Idaho.
2. The campus grounds, building maintenance, and custodial crews received general praise from college and non-college personnel alike.
3. General praise was given to the College for its role in facilitating and promoting cultural, athletic, and community interest programs. The instrumental and choral music performances, NIC television forum, the popcorn forums, convocations week, and the vocational education week all drew special recognition from many sources.

MISSION

The mission of North Idaho College is to provide high quality, post-secondary education to the adult population of North Idaho, with particular, but not exclusive, attention to the needs of the residents of Kootenai, Benewah, Bonner, Boundary, and Shoshone Counties. The College assumes a responsibility to provide instruction in four primary program areas--academic transfer; occupational; vocational; and continuing education.* The purpose of the academic transfer curricula is to provide broad, comprehensive general education through courses parallel to those offered in the first two years at senior colleges. In addition to the core of courses necessary to meet the breadth of knowledge requirements for all college educated people, selected lower-division courses addressing specific baccalaureate majors are made available as need justifies. The purpose of the occupational curriculum is to provide two-year terminal degree programs for the student who intends to seek employment upon completion of his/her specialized training. Occupational programs are comprised of academic and applied coursework. The purpose of the vocational curriculum is to provide competency-based education in highly specialized areas which require less than sixty semester credits and few, if any, academic (transfer) courses. The purpose of the continuing education offerings is to provide academic transfer, occupational, vocational, and avocational courses both on and away from the Coeur d'Alene campus at times which are responsive to the needs of the community.

North Idaho College views as one of its primary purposes the development of academic transfer students:

1. able to express themselves in clear, logical, and grammatically correct written English,
2. able to communicate clear, logical, and well-developed concepts in persuasive spoken English,

*In accordance with Idaho State Code 33-2102, North Idaho College does not offer courses beyond the college sophomore level.

3. able to assimilate, organize, and evaluate information systematically and objectively,
4. able to understand and utilize mathematics effectively in their personal and professional interaction with their society,
5. able to understand and utilize science effectively in their personal and professional interaction with their society,
6. able to understand and actively participate in the creative process through an appreciation of aesthetics, and the history and principles of one or more of the arts,
7. able to appreciate the history, philosophy, literature, language and culture of humankind in the United States and beyond in order to understand human thought, behavior, values, and conditions, as well as the context within which they should be viewed,
8. able to understand the social, political, and economic organizations, structures, and institutions which influence human thought and behavior, and
9. able to understand the role of and engage in life-long physical fitness activities.

North Idaho College also views as one of its primary purposes the development of vocational, occupational, paraprofessional, terminal academic, and continuing education students who are able to acquire general and/or specialized education and skills for their self-development and for enhancing their current and future employment opportunities.

In seeking to carry out these purposes, the College is dedicated to providing highly qualified faculty; well-trained and competent administrators and staff; a flexible and integrated curriculum; well-maintained and current facilities and instructional equipment; and effective student support services in non-instructional areas.

North Idaho College assumes the responsibility to be responsive to the educational needs of people of North Idaho through the associate degree level by providing quality, selectivity, and flexibility in all of its activities. Realizing that educational and employment needs are dynamic, North Idaho College seeks to provide a variety of services which continuously bring the College to the community and the community to the College.

GOALS

Planning for the future of North Idaho College requires a clear identification of the long-range goals of the institution. As such, the following goals serve as the force behind the activities that the College will choose to pursue during the next six years. The goals of the College can be expected to remain relatively stable over time; however, the means by which they are realized may well be affected by internal and external variables impacting the institution. Furthermore, the goals of the College represent six complementary components of the mission of North Idaho College. The prospects for the future of the College are excellent, but will require the cooperation and goodwill of the many institutional constituent groups. The following objectives of the College are not intended to be inclusive, but rather indicators of priority areas designated for planned change and are intended to be assigned to one or more responsible individuals to insure that they are addressed and implemented during the next three years.

1. Administrative Goal

North Idaho College seeks to insure that the institution is administered so that the people of the Kootenai County and the State of Idaho receive the highest quality services for their investment in post-secondary education. The College, therefore, wishes to fulfill the mission of North Idaho College by effectively achieving the other goals stated herein through efficient and professional management.

Objectives

1.1 Reorganize the administrative structure of the College along related functional lines and complementary activities and add appropriate staff needed to facilitate professional administration and management.*

*See Organizational Chart

1.2 Design and implement a self-perpetuating administrative staff development program to upgrade the management expertise of the administrators.

1.3 Develop a program for enhancing relations between North Idaho College and its significant external constituents.

1.4 Continue the implementation of a comprehensive computerized management information system to include all of the administrative functions of the College.

1.5 Establish an ongoing institutional research and planning process for use in identifying those areas of College activity which need improvement, and in giving direction, focus, and vitality to the various institutional functions.

1.6 Develop and implement the use of a North Idaho College policy manual which articulates the position of the Board of Trustees of the College on matters germane to the governance of the institution.

1.7 Develop and implement the use of a North Idaho College procedure manual which articulates the procedures to be followed in carrying out the policies of the Board of Trustees.

1.8 Establish an annual 'outstanding faculty' award program which recognizes and rewards the outstanding contributions currently being made by the faculty in the areas of instruction, advising, college service, and public service, and which also encourages high faculty morale and the improvement of instruction.

2. Academic Goal

North Idaho College seeks to insure that the instructional programs offered are of high quality and comparable to those of respected institutions in the Pacific Northwest. The College, therefore, wishes to be flexible in the curricula offered so that it may both meet the standards of the higher education community and the changing needs of the people of North Idaho.

Objectives

2.1 Review the current curricula to identify those courses/programs which are clearly meeting current student needs, and those which are no longer appropriate for the College because they cannot be justified either by enrollment demand or by their status as an essential course in the general education requirements of a college-educated person.

2.2 Reassign those courses and programs to continuing education status which cannot be justified as a part of the regular curriculum due to insufficient enrollment demand by the students at North Idaho College. A new curriculum should be given a two-year trial period during which student enrollment must demonstrate the validity of continuing the program. Curricula which have clearly demonstrated their viability through the continuing education program should be reassigned as a part of the regular curriculum.

2.3 Institute an annual (May) academic division report from each division chairperson which clearly identifies:

1. the course number, course title, credit value, and catalogue description of each North Idaho College course currently offered, as well as the matching course number, course title, credit value, and catalogue description of a similar course at the University of Idaho or other institutions to which the courses are intended to transfer;
2. the enrollment of each course offered.

2.4 Establish core curricula for two transfer associate degrees*--the Associate of Arts (A.A.) and the Associate of Science (A.S.). The A.A. would be designed to fulfill the first two years of the

*See Core Curricula for Transfer Degrees

general education requirements of the Bachelor of Arts degree. The A.S. would be designed to fulfill the general education requirements of the Bachelor of Science degree. (The Associate of Liberal Arts would be dropped, but the A.A.S. would not be affected.)

2.5 Integrate, whenever possible, course offerings of the academic and vocational programs, as well as facilities and equipment use.

2.6 All faculty credentials should be periodically reviewed to insure that faculty are current in their discipline area and in the teaching of adults (andragogy as contrasted with pedagogy).

2.7 Facilitate the expansion of a self-perpetuating faculty development program which focuses on encouraging faculty to utilize the summer months to enhance the two areas wherein they are expected to be competent in their role as community college instructors:

1. the discipline area(s) wherein they are assigned teaching responsibilities;
2. the art of teaching adults--teaching methods, testing, alternate learning patterns, etc.

2.8 Continue the current policy of utilizing full-time and part-time instructors in order to give the College the budgetary flexibility to add or drop courses as needed without adversely affecting people who have become dependent upon North Idaho College for their primary source of livelihood.

2.9 Have the Curriculum Council propose an internal reorganization that would improve the effectiveness of the Council and enhance inter-division communication.

2.10 Maintain the student/faculty ratio at a level appropriate for both a quality student learning environment and reasonable faculty instructional work load.

3. Continuing Education Goal

North Idaho College seeks to provide education beyond the traditional academic transfer, occupational, paraprofessional, and vocational courses in those subject areas where student demand justifies. The Division of Continuing Education will offer courses which are inclusive of, but not restricted to, academic, vocational, recreational, occupational, and special interests and needs of the community. In addition, new or proposed courses for the regular curriculum should, whenever possible, be test marketed through the Continuing Education Division to determine their potential viability.

Objectives

3.1 Bring (and continue to bring) a variety of credit and non-credit North Idaho College courses to Kootenai, Benewah, Bonner, Boundary, and Shoshone counties.

3.2 Test market new and established courses during non-traditional times to determine community need and interest.

3.3 Develop the capability to produce, receive, and (re) broadcast televised educational programming in order to enhance the curricular and non-curricular programming of the College.

3.4 House the representatives of the University of Idaho and Lewis-Clark State College on the campus in order to:

a. identify North Idaho College as the "host" institution in this community;

b. facilitate improved communication between N.I.C., L.C.S.C., and U.I. with regard to the coordination of associate and baccalaureate program offerings in Coeur d'Alene and throughout the five northern counties;

c. encourage the development of new upper-division baccalaureate and graduate programs by the University of Idaho in all the

five northern counties which complement lower-division programs offered by N.I.C.

4. Student Services Goal

North Idaho College seeks to encourage the social and emotional development of all students enrolled in the College in order to complement their intellectual growth and technical skill development. The Division of Student Services will provide selected services to students to assist them with their entry into, adaptation to, and graduation from North Idaho College.

Objectives

4.1 Provide basic and emerging extracurricular student development support activities for both traditional and non-traditional students engaged in regular as well as, continuing education coursework through North Idaho College.

4.2 Expand student counseling to serve individuals enrolled in regular day and extended day courses who need special psychological counseling beyond that currently available.

4.3 Add an additional counselor (with competencies in the area of clinical psychology) to the current counseling staff as soon as financially feasible.

5. Community Services Goal

North Idaho College is committed to serve as a force for the cultural and intellectual development of the people of North Idaho. As such, the College seeks to encourage and facilitate presentations by amateur and professional artists, musicians, and speakers who appeal to the variety of interests and tastes of the community.

Objectives

5.1 Encourage staff, faculty, and student participation in college-sponsored, community-oriented activities;

5.2 Encourage staff, faculty and student participation in community-sponsored activities.

6. Facility and Equipment Goal

North Idaho College acknowledges the importance of providing a stimulating learning and working environment and, as such, seeks to provide comfortable facilities wherein students may learn and employees may work. Furthermore, the College seeks to provide the equipment necessary to enhance learning and teach specific skills required for mastery of a subject area.

Objectives

6.1 Provide expanded library capacity for regular and continuing education student use and faculty research. Provide reserve book space for upper-division and graduate students participating in the Lewis-Clark State College and University of Idaho continuing education programs in the Coeur d'Alene area.

6.2 Utilize the McHugh building to house faculty offices, conference rooms, or administrative offices for continuing education programs.

6.3 Finalize the acquisitions within the desired perimeters of the campus and improve the aesthetics of the entrances to the College.

6.4 Reduce the dependence of the College on the maintenance staff for major construction projects, and clearly identify the construction/renovation/maintenance priority schedule of the maintenance department.

6.5 Improve the livability and enery efficiency of the dormitory.

6.6 Utilize the entire Sherman school building to house faculty offices and classrooms.

7. Financial Goal

North Idaho College seeks to insure the financial well-being of the institution through prudent fiscal management and balanced financial support from the junior college taxing district, the State of Idaho, and students tuition and fees.

Objectives

7.1 Establish a new funding formula for academic programs at the Idaho Community Colleges as follows:

- 50% of the maintenance and operation budget from the State of Idaho,
- 25% of the maintenance and operation budget from the Junior College Taxing District,
- 5% of the M&O budget from subsidies provided by other Idaho counties, and
- 20% of the maintenance and operation budget from student tuition and fees, and miscellaneous income.

7.2 Establish parity based upon F.T.E. enrollment in the allocation of state funds to the community colleges in Idaho.

7.3 Periodically review the base budget for each unit of the College in light of the current need for its courses or programs and the level of funding necessitated by the unit's activities.

1. Recommendations: Administrative Goal

1. Require advanced graduate work in Higher Education Administration, College Student Services Administration, Educational Policy, or a related field for all administrators filling higher level administrative positions which require a strong theoretical foundation as well as technical expertise.

2. Implement a formal formative administrative and professional staff evaluation program.
3. Where feasible, utilize additional released time arrangements for administrative and support staff in lieu of increasing salaries (especially during the Christmas and summer academic calendar break).
4. Continue to bring new faculty and staff to the College with diverse educational backgrounds and experience at other institutions.
5. Establish a high technology equipment purchase committee through which all proposed purchases of hi-tech equipment may be screened for its ability to be integrated with the other equipment on campus.
6. Focus intercollegiate sports participation on those men's and women's sports programs which generate community interest and support, and offer positive public relations value in the service area.
7. Qualify the term "open door" when used in referring to the various functions of the College (especially admissions), for it connotates an obligation to make available all courses and programs to all comers even though the level of preparation or ability of some students might preclude these students from ever successfully completing certain programs offered through the College.

2. Recommendations: Academic Goal

1. Encourage the development of high technology, high employment curricula such as pre-computer/information science, data processing, and business administration, while de-emphasizing courses/curricula with low enrollments, low employment possibilities, low transfer success and which are peripheral to the mission of the College.

2. Implement ongoing institutional research to identify:
   a. high/low demand courses
   b. student ransfer success at other institutions
   c. student employment success after completing academic, as well as vocational programs
   d. academic/administrative activities which should be upgraded to improve quality.
3. As professionals, all faculty are expected to be current in teaching methodology and their assigned subject matter area(s). As such, faculty are expected, and may be required, to maintain and upgrade their teaching skills and discipline knowledge through participation in graduate courses, workshops, seminars, organized research, or in-service, etc.
4. Insure that academic faculty are teaching courses only in areas where they have appropriate academic credentials.
5. Insure that departmental and division chairpersons have appropriate academic credentials for the department/division they are responsible for chairing, as well as, released time proportionate to their management responsibilities and instructional work load.
6. Review and revise the faculty salary schedule with special attention to incremental stages and content of additional study.
7. Implement a voluntary faculty computer literacy program.
8. Assign a greater role to Division Chairpersons in programming academic continuing education courses and in insuring that academic credit instructors have credentials comparable to those of regular faculty.
9. Require students with remedial level English and mathematics skills to achieve college-level competencies prior to or simultaneous with enrollment in college credit courses.

10. Begin tracking ABE-GED-ESL-Remedial students to determine the degree of educational success of these programs for the students who have used them.
11. No graduation credit should be given toward the A.A. or A.S. degrees for remedial level coursework.
12. Test additional Saturday and Sunday library hours to determine if use justifies modifying current operating hours.
13. Add a media coordinator to supervise the audio-visual services and televised instructional programming of the college.

3. Recommendations: Continuing Education Goal
   1. Test market late evening, early morning, and weekend continuing education vocational short-courses for upgrading skills (millwright, automotive mechanic, welding, data processing, etc) and for consumer interest (cabinet making, automotive renovation and repair, etc.).
   2. Test market weekend physical education courses in canoeing, sailing, rock-climbing, Nordic and alpine skiing, backpacking, and other non-traditional P.E. courses.
   3. Test market late evening, early morning, Saturday and Sunday academic credit continuing education courses.

4. Recommendations; Student Services Goal
   1. Encourage the Panhandle Area Transit (P.A.T.) and/or other transportation companies to provide bus service between North Idaho College and various points in and around Coeur d'Alene, Kootenai County, and central locations in the other four counties of North Idaho.
   2. Require pre-testing in English, reading, and mathematics for all students pursuing more than four credits of college credit coursework per semester.

5. Recommendations: Community Service Goal

   1. Encourage staff, faculty, and students to volunteer to participate in community improvement projects.

6. Recommendations: Facility and Equipment Goals

   1. Continue to build a renovation fund to be used when needed to improve some of the aging, but heavily used, buildings on campus.
   2. Locally generated funds should be contributed to the construction and renovation of major facility projects at the college.
   3. Security considerations should be reviewed in the design of all new construction on the campus.
   4. Purchase:
      A. all of the remaining properties west of Hubbard Street between River Avenue and Garden Avenue, and
      B. the properties south of Garden Avenue; east of Hubbard Street; north of Woodland Avenue and; west of the alley.
   5. Develop a Phase II property acquisition plan to include:
      A. the Idaho Forest Industries sawmill property north of and adjacent to the College,
      B. the Idaho Department of Lands property on the corner of River Avenue and Military Drive, and
      C. the properties west of the first alley to the west of and parallel with Military Drive; north of River Avenue to the Spokane International Railroad track; and East of Hubbard Street.

GROWTH PROJECTIONS

During the decade of the seventies, Idaho's population grew by 32 percent (54 percent in metropolitan areas and 28 percent in non-metropolitan areas). Between 1980 and 1985 the Idaho Division of Economic and Community Affairs expects Kootenai County to grow by nine percent and Bonner County by thirteen percent, while the other three North Idaho counties are projected to lose an average of two percent of their 1980 base population. The closure of the Bunker Hill Mining Company will undoubtedly exacerbate the percentage decline in population in Shoshone County. In addition, the controlled growth on the Rathdrum Prairie will inhibit some growth in western Kootenai County. However, because of the favorable tax climate and the aesthetics of the Spokane-Misscula corridor, the Lake District of North Idaho (Kootenai and Bonner Counties) should expect to meet the anticipated growth projections if the slumping economy responds within a year to eighteen months.

Enrollment in 1st through 12th grades appears relatively stable in all counties. This means that any projected enrollment increases would have to be based upon population growth and a variety of other factors delineated in the following text.

If the federal government reduces its contributions to student financial aid, the number of full-time N.I.C. students with limited means may be reduced (approximately 680 of the students awarded financial aid in FY 81 were from families earning less than $21,000/year). However, as a primarily commuter college with reasonable tuition/fees, the impact may be inconsequential. Furthermore, individuals from North Idaho families with moderate incomes ($20,000-30,000/year), who might have preferred to attend the University of Idaho or Eastern Washington University for four years, may opt to matriculate at N.I.C. for one or two years before going on to a baccalaureate degree granting institution. The continued development of resident baccalaureate degree programs in Coeur d'Alene by the University of

Idaho will also encourage Idahoans in the service area to matriculate through the NIC-UI degree programs.

It should be pointed out that the proposed reciprocity agreements between Idaho and Washington, which include lower division coursework, could adversely affect enrollments because of those students who would be willing to commute to a higher status, reasonably accessible institution such as E.W.U., if out-of-state fees were waived. A reciprocity agreement that included only upper division coursework would enhance NIC enrollments because of the potential for cooperative NIC-EWU program development. In the optimistic vein, one might expect an increase in part-time enrollment if NIC-UI, EWU programs could be expanded for those individuals seeking a baccalaureate degree, but who are already employed and settled in North Idaho.

In view of the aforementioned factors which may be expected to impact enrollments, it is cautiously projected that North Idaho College enrollments could increase by five to seven percent annually for the next six years. This growth projection is down only slightly from the average eight percent per year growth during the previous six years. The enrollment increases would bring the student headcount to around 3000 with a projected FTE enrollment of 2300. Within the current projected boundaries of the campus, this figure would put the college near its enrollment limit. At such time the Board should expect to address the question of expanding the boundaries of the campus or adding a new campus in west Kootenai County and/or central Bonner County.

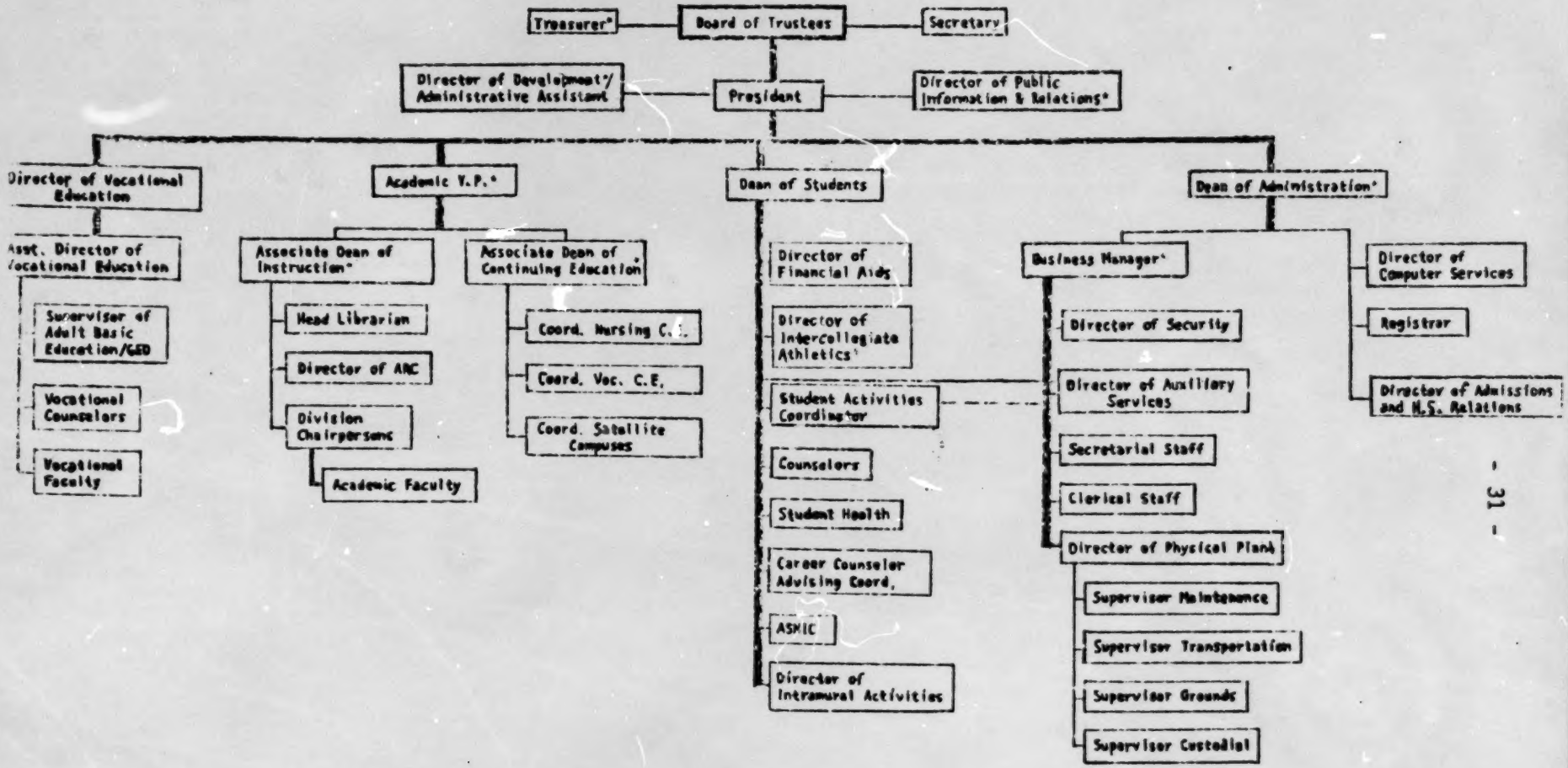
Sound college planning requires one to view growth as an interdependent phenomenon. That is, if one aspect of an institution expands (student enrollment), the impact must be correlated with the other institutional variables. In this case, student enrollment growth can only be permitted if:

1. The state and taxing district continue to subsidize at least sixty percent (plus) of the educational costs of each academic student OR the

Board raises tuition and fee rates, which may tend, at some time, to decrease enrollment growth.

and 2. The state and taxing district provide funding for new and renovated physical facilities and equipment to handle such growth OR the college expands its regular class day into less popular early morning, late afternoon, evening, and graveyard shift time slots.

and 3. Additional faculty, administrative, and support staff are added or the College reduces or eliminates some of the services it provides.



ORGANIZATIONAL CHART

*Indicates new position, change in status, or change in title

1. Treasurer of the Board - A regular member of the Board of Trustees should serve as the Board Treasurer. The treasurer of the Board should not be the same person who is responsible for the daily disbursement of College funds.
2. Director of Development - This is an additional title for the Administrative Assistant to the President. Coordination of Title III projects, the N.I.C. Foundation, and grant-writing efforts are the primary responsibilities of this person. The title acknowledges current responsibilities.
3. Academic Vice President - The College should have a senior administrative officer responsible for the integrated development of the budget, curriculum, and the planning process. These responsibilities currently are being directed by three different individuals at various levels.
4. Associate Dean of Instruction - The Associate Dean of Instruction would be a half-time administrative and half-time instructional position. The Dean would retain the faculty evaluation, development, and advocate role, but would no longer be responsible for curriculum. She/he would develop a better understanding of faculty needs by becoming a member of the instructional staff. This position would be rotated among tenured faculty on a two-three year basis.
5. Associate Dean of Continuing Education - This is a change in title which reflects the added responsibilities for program coordination with the U.I., and anticipated growth in continuing education programming throughout the service district. At some point an additional staff member may be needed in this area.
6. Director of Intercollegiate Athletics - This position replaces the Director of Athletics and the Coordinator of Women's Athletics positions.
7. Dean of Administration - This is a change of title which reflects the added responsibilities accruing to the current Business Manager position as a result of the growth of the institution. Responsibilities would be expanded as administrative demands grow.

8. Business Manager - This officer would replace the Assistant Business Manager position. The current Assistant Business Manager position would be eliminated.
9. Director of Admissions and High School Relations - This is a new position which would supervise the admissions and high school relations functions of the College.
10. Director of Public Information and Relations - This is a title change which will reflect the primary responsibilities of the person holding the position after an admissions/high school relations officer has been added.

A.A. CORE CURRICULUM AND DISTRIBUTION REQUIREMENTS

Curriculum required to meet the general education requirements for the Associate of Arts degree.*

		Credits
English 101	English Composition	3
English 102	English Composition	3
Speech 131	Intro to Speech Communication	2
Speech	Elective	2
Philosophy 120**	Logic	3
Mathematics 115	Finite Mathematics	4
Phys Educ ***	Physical Education Activities	2
Social Science	Elective	12
Arts and Humanities	Elective	6
Foreign Language	Foreign Language Sequence	8
Science (w/lab)	Elective	8-9
NIC Survey****	Course in library use; study-skill development; career exploration; professional preparation; and computer literacy	1
		54-55

Note: A maximum of 64 credits earned at junior or community colleges, or one-half of the total credits required for the student's intended baccalaureate degree program, may be transferred to the University of Idaho, except as limited by regulation J-5 (see part 3) of the University of Idaho catalog.

*All candidates for the A.A. degree should acquire early in their freshman year a general catalog from the four-year institution they plan to transfer to inorder to insure that their N.I.C. program parallels that of the transfer institution. Specific core requirements may be modified if they will result in the loss of credits at a particular transfer institution/program (except the NIC survey course).

**Content of Philosophy 120 to be reviewed by the Curriculum Council.

***Dance activity classes to be cross-referenced with physical education. Only physical education courses which focus on developing life-long physical fitness skills will meet the two credit requirement.

****Proposed new non-transfer course to be team taught by the library and ARC staff, general faculty, and guest lecturers (graded S/U).

A.S. CORE CURRICULUM AND DISTRIBUTION REQUIREMENTS

Curriculum required to meet the general education requirements for the Associate of Science degree.*

		Credits
English 101	English Composition	3
English 102	English Composition	3
Speech 131	Intro to Speech Communication	2
Speech	Elective	2
Philosophy 120**	Logic	3
Mathematics 140 or Mathematics 115 +	College Algebra 115 plus any math course numbered 140 or higher	3-6
Phys Educ ***	Physical Education Activities	2
Social Science	Elective	9
Arts and Humanities	Elective	6
Computer Sci 101 or 175 or Business 233	Introduction to Computers FORTRAN Introduction to Data Processing	2-3
Science (w/lab)	Elective	8-9
NIC Survey****	Course in library use; study-skill development; career exploration; professional preparation; and computer literacy.	1
		44-49

Note: A maximum of 64 credits earned at junior or community colleges, or one-half of the total credits required for the student's intended baccalaureate degree program, may be transferred to the University of Idaho, except as limited by regulation J-5 (see part 3) of the University of Idaho catalog.

*All candidates for the A.S. degree should acquire early in their freshman year a general catalog from the four-year institution they plan to transfer to inorder to insure that their N.I.C. program parallels that of the transfer institution. Specific core requirements may be modified if they will result in the loss of credits at a particular transfer institution/program (except the NIC survey course).

**Content of Philosophy 120 to be reviewed by the Curriculum Council.

***Dance activity classes to be cross-referenced with physical education. Only physical education courses which focus on developing life-long physical fitness skills will meet the two credit requirement.

****Proposed new non-transfer course to be team taught by the library and ARC staff, general faculty, and guest lecturers (graded S/U).

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